

**AN ANALYSIS OF COLLABORATIVE TEACHING STRATEGY OF  
A PEACE CORP VOLUNTEER AND A COUNTERPART TEACHER IN  
TEACHING SPEAKING AT SMK MUHAMMADIYAH 6 BANYUWANGI**

**THESIS**

In partial fulfillment of the requirement for  
Master Degree of English Language Education



by:

**FAHIMA SHOLATIN**

**201710560211004**

**DIRECTORATE OF POSTGRADUATE PROGRAM  
UNIVERSITY OF MUHAMMADIYAH MALANG**

**October 2019**

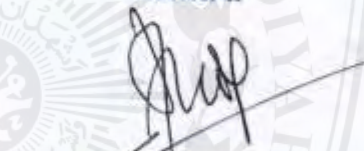
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Proposed by:  
**FAHIMA SHOLATIN**  
201710560211004

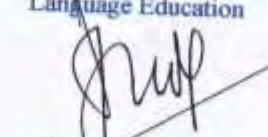
Advisor I

  
**Dr. Sri Hartiningsih**

Advisor II

  
**Dr. Estu Widodo**

Director of Directorate of  
Postgraduate Program  
  
**Dr. Achsanudin, Ph.D**

Head of Program Study  
Master of English  
Language Education  
  
**Dr. Estu Widodo**

# THESIS

Written by

**FAHIMA SHOLATIN**  
**201710560211004**

Has been examined in front of examiners  
On Tuesday, 29 October 2019 and decided that it  
has fulfilled the requirements to get  
Master Degree of English Language Education  
In Postgraduate Program of University of Muhammadiyah Malang

## The Examiners

Chief	: <u>Dr. Estu Widodo, M. Hum</u>
Secretary	: <u>Dr. Sri Hartiningsih, M.M</u>
1 <sup>st</sup> Examiner	: <u>Dr. Sudiran, M.Hum</u>
2 <sup>nd</sup> Examiner	: <u>Bayu Hendro Wicaksono, S.Pd, M.Ed, Ph.D</u>

## LETTER OF STATEMENT

I, undersigned:

Name : FAHIMA SHOLATIN

NIM : 201710560211004

Study Program : S-2 English Language Education

Hereby declare that:

1. The thesis entitled : AN ANALYSIS OF COLLABORATIVE TEACHING STRATEGY OF A PEACE CORP VOLUNTEER AND A COUNTERPART TEACHER IN TEACHING SPEAKING AT SMK MUHAMMADIYAH 6 BANYUWANGI is my original work and contains no one scientific paper that may be proposed to achieve an academic degree at my university/ Besides, there is no other's idea or citation except those which have been quoted and mentioned in bibliography.
2. If this thesis is proven as form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting **THE CANCELATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by prevailing law.
3. This thesis can be used for literature review which can be accessed by other freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 29 October 2019

The writer



Fahima Sholatin



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A PEACE CORP VOLUNTEER AND A COUNTERPART TEACHER  
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BANYUWANGI**

**FAHIMA SHOLATIN**

*Master of English Language Education, University of Muhammadiyah Malang*  
[fahimasholatin@gmail.com](mailto:fahimasholatin@gmail.com)

**ABSTRACT**

Collaborative teaching between Native English Speaking Teacher (NEST) and non – native English Speaking Teacher (non- NEST) has become an alternative strategy to promote students speaking skill. NEST as a native speaker can become role model in speaking for the students meanwhile the teacher who knows a lot about the students and the class condition can help the native teacher to encourage the students to be more active in the classroom. Peace Corp organization has a program in this collaborative teaching between volunteer and the English teacher. In addition, this study was conducted to investigate the role of Volunteer and counterpart teacher in teaching speaking, their challenges and the solutions to solve the problems in collaborative teaching.

In this study, the researcher used qualitative research by using classroom observation and interview to both Volunteer and the Counterpart teacher. This research was conducted at the eleventh grade in 2018/2019 academic year at Muhammadiyah 6 vocational high school in Banyuwangi. There were two research subjects in this study. The first was Peace Corp Volunteer and the second was the Counterpart teacher or the English teacher.

The findings revealed that interactive collective and traditional collaborative became type of their collaboration in teaching speaking. In addition, even though there were many advantages in doing collaborative teaching, lack of communication and time, imbalance power issues had become challenges during the collaboration. Yet, some solution had found to overcome the challenges by discussing lesson plan together, and joining some trainings from Peace Corp organization and MGMP of English teacher.

**Keywords:** *Collaborative teaching strategy, Peace Corp volunteer, Counterpart teacher*

## ABSTRAK

Fahima Sholatin, 2019. Analisa tentang pengajaran kolaboratif antara relawan Peace Corp dan guru bahasa Inggris dalam mengajar berbicara di SMK Muhammadiyah 6 Rogojampi. Tesis. Program Pascasarjana Pendidikan Bahasa Inggris, Universitas Muhammadiyah Malang. Dosen Pembimbing: 1. Dr. Sri Hartiningsih, M.M. 2. Dr. Estu Widodo, M.Pd.

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Pengajaran kolaboratif antara Native English Speaking Teacher (NEST) dan non-native English Speaking Teacher (non-NEST) telah menjadi strategi alternatif untuk meningkatkan keterampilan berbicara siswa. NEST sebagai penutur asli dapat menjadi panutan dalam berbicara untuk siswa sementara guru yang tahu banyak tentang siswa dan kondisi kelas dapat membantu NEST untuk mendorong siswa untuk lebih aktif di kelas. Organisasi Peace Corp memiliki program pengajaran kolaboratif antara sukarelawan dan guru bahasa Inggris ini. Selain itu, penelitian ini dilakukan untuk menganalisa peran Relawan dan guru pendamping dalam mengajar berbicara, tantangan mereka dan solusi untuk memecahkan masalah dalam pengajaran kolaboratif.

Dalam penelitian ini, peneliti menggunakan penelitian kualitatif dengan menggunakan observasi kelas dan wawancara dengan Relawan dan guru Counterpart. Penelitian ini dilakukan di kelas sebelas pada tahun akademik 2018/2019 di sekolah menengah kejuruan 6 Muhammadiyah di Banyuwangi. Ada dua subjek penelitian dalam penelitian ini. Pertama adalah Relawan Peace Corp dan yang kedua adalah guru pendamping atau guru bahasa Inggris.

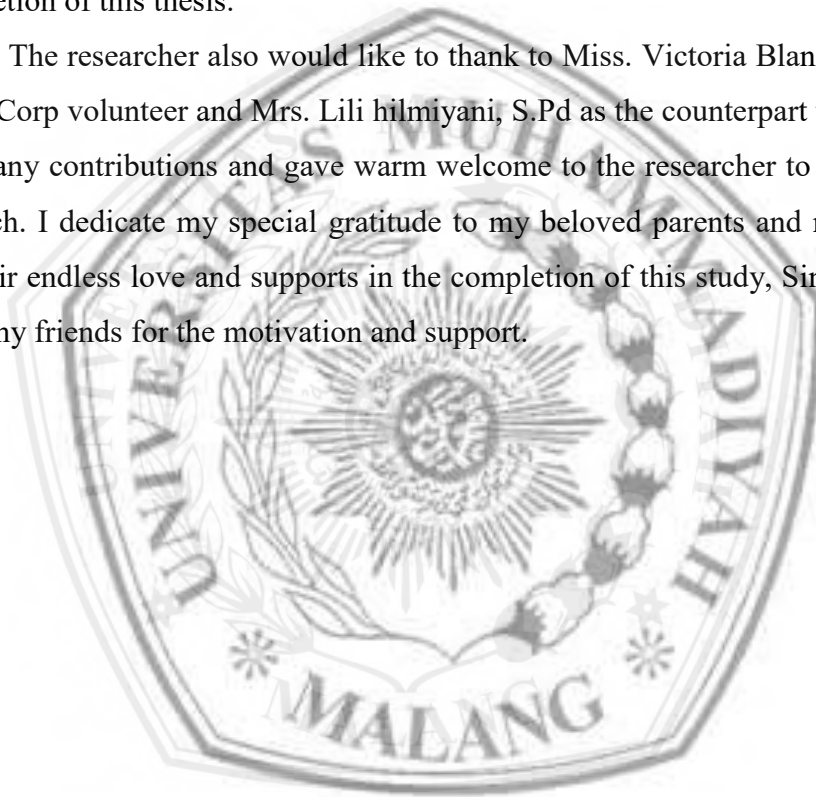
Temuan dalam penelitian ini mengungkapkan bahwa kolaboratif interaktif dan kolaboratif tradisional menjadi jenis kolaborasi mereka dalam mengajar berbicara. Selain itu, meskipun ada banyak keuntungan dalam melakukan pengajaran kolaboratif, kurangnya komunikasi dan waktu, masalah ketidakseimbangan kekuatan telah menjadi tantangan selama kolaborasi. Namun, beberapa solusi telah ditemukan untuk mengatasi tantangan dengan mendiskusikan rencana pelajaran bersama, dan bergabung dengan beberapa pelatihan dari organisasi Peace Corp dan MGMP guru bahasa Inggris.

**Kata kunci:** *Strategi pengajaran kolaboratif, relawan Peace Corp, Guru pendamping*

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In the name of Allah the merciful and the Beneficent, by the blessing and guidance of Allah, so this thesis can be finished. In this opportunity, I would like to deliver my sincerest gratitude to all lecturers of university of Muhammadiyah Malang. Specifically, for English department of post graduate program. Mrs. Dr. Sri Hartiningsih, M.M as my first advisor and Mr. Dr. Estu Widodo, M.Hum. as my second advisor who have given me their guidance and suggestion in the completion of this thesis.

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## MOTTO AND DEDICATION

Motto:

Allah doesn't burden any human being with a responsibility heavier  
than he can bear. (2:286)



Dedication:

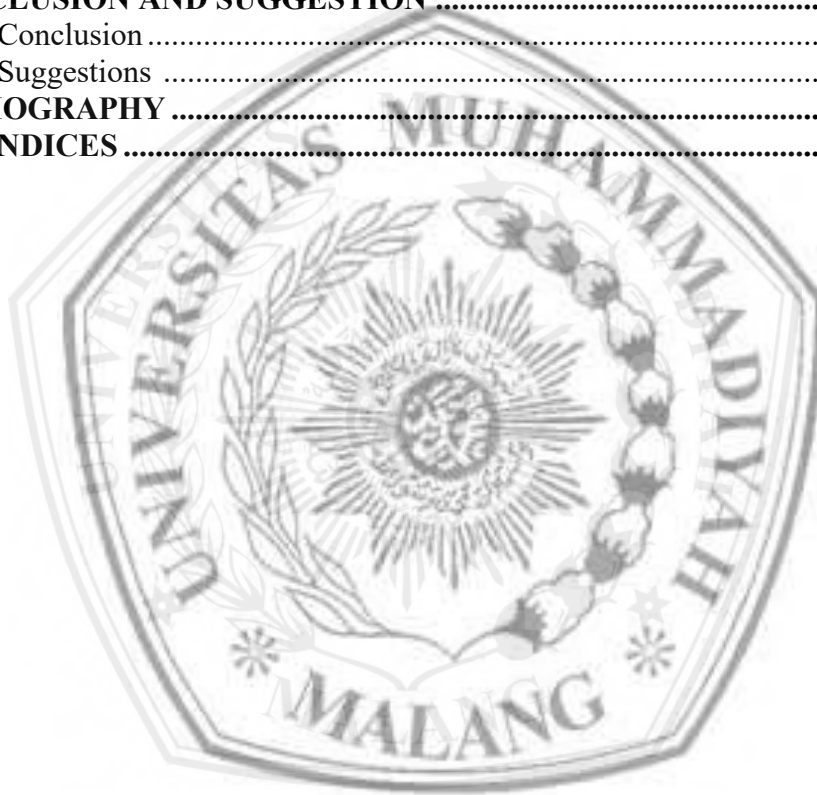
I present this thesis special for  
My parents,  
My husband and kids,  
My friends,  
Thank you for the support



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## INTRODUCTION

In EFL teaching and learning, Speaking become the most important skill since it is the basic for communication. Furthermore, speaking is one of the productive skills which become the evidence of a student to show or measure how much he or she is competent in a language (Zyoud, 2016). Moreover, much of the communication is made through speaking. In conclusion, learning a language remains incomplete if a student is not competence in speaking. In addition, Hosni (2015) argued that one of important skill for students to produce language actively is speaking, in this case, the spoken language is the medium through which a new language is encountered, understood, practiced, and learnt.

On the contrary, the data gained from the previous study revealed that most of learners can not produce language or speak actively in communication and speaking becomes the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English (Zhang, 2009). In line with this statement, Adriana, Melendez, Griselda, Zavala, & Mendez (2014) argued that one of challenges why speaking is hard to learn is because of English is not the mother tongue of the students, this factor will make the students hard to communicate using English language actively especially if the students have limited vocabularies of the target language. It will make the students feel limited to speak just with the vocabulary they have learnt. However, the mother tongue and vocabularies of the target language are not the only challenges in mastering speaking skill. There are factors that cause difficulties in speaking English among EFL learners. Some of these factors are related to the learners themselves, the teaching strategies, the curriculum, and the environment (Rababah, 2005).

The teaching strategies as one of factors take important role in teaching language. It is one important aspect of the consistently claimed promotion of self-regulated learning in classrooms (Kistner, Rakoczy, Otto, & Klieme, 2015). Teaching strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. Yet, one of strategies which should be managed and applied by teachers in the classroom is speaking strategy. Furthermore, David (2015) states that productive skill such as speaking and reading have different teaching strategy from receptive skill such as listening and writing.



In teaching speaking, it needs appropriate teaching strategies to promote and develop students speaking skill. Moreover, teaching speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome (Syafrizal and Cucum, 2017). In this case, the teacher should consider that the teaching Strategies which are implemented to achieve the ability of each skill would be different, because the goals of each skill are not the same. Therefore, the strategies for teaching the English skills should be made appropriate for each skill in order to gain the expected outcomes (Syafrizal and Cucum, 2017).

One of strategy that is used to promote students speaking skill is provide the students a good environment with more exposure in the classroom. Some schools apply for the volunteer of native English teacher to one organization such as Peace corp, to help the teacher provide a good environment and give the students more exposure by giving them the chance to communicate with native teacher. But however, based on preliminary data there are some limitation in collaborative teaching between native and non native teacher. One of the limitation is both Native Speaking English Teacher (NEST) and Non – Native Speaking English Teacher (non-NEST) teacher has different ways in teaching speaking. (Péter Medgyes, 2015) argued that native English speaking teacher and Non-native English speaking teacher use English differently. Native teacher uses English as the first language and non-native teacher uses English as second or even as foreign languages that is why the way they teach English are different each other. In the other hand, Hyoungh, (2015); Kh, (2016); (Tajino, A & Tajino, Y, (2000) proposed lack of communication and collaboration time also become other challenge in collaborative teaching between NEST and non – NEST.

A number of studies was conducted related to Native and non – native English speaking teacher in teaching language. (Péter Medgyes, 2015) conducted the study entitled *Native or non-native teacher in the classroom* and another study conducted by (Solhi & Rahimi, 2013) entitled *Self-perception of Non-native Speaker Teacher of English in the Expanding Circle*. In addition, some studies were conducted to analyze the framework of collaborative teaching between NEST and non-NEST, the benefit and the challenges of collaborative teaching between them.

The previous studies are different from this study because the previous analyzed and compared the teaching strategies of native teacher and non-native teacher in teaching speaking and other studies were conducted overseas only few studies that had been conducted in Indonesia related collaborative study between NEST and non- NEST.

Based on the background of the study above, the researcher formulates the problem as follows:

1. What type of collaborative teaching strategies used by Peace Corp Volunteer and the counterpart teacher in teaching speaking as a collaborative team?
2. What are the challenges faced by Peace Corp Volunteer and the Counterpart teacher in collaborative teaching strategies in teaching speaking?
3. What are the solutions done by Peace Corp Volunteer and the Counterpart teacher in their collaborative teaching strategies in teaching speaking?

## **LITERATURE REVIEW**

### **Collaborative Teaching Strategy**

Collaborative teaching, sometimes called team teaching or cooperative teaching, it involves educators working in collaborating to lead, instruct and mentor groups of students. Most of Collaborative teaching occurred among professionals from various disciplines including core subjects, [special education](#), elective courses, library science or guidance programs. Robinson, Betty, Schaible (1995) defined collaborative teaching is a traditional concept in which 2 teachers share or divide responsibility for planning, designing curriculum, teaching, and assessing the same group of students. Furthermore, Goetz (2009) argued that in collaborative teaching, the two teachers were not teach the lesson by monologue but exchanged the ideas and discussed it to promote students' learning.

On some occasions, teachers from the same or grade level may team teach to target multiple levels of learning or provide a greater variety of supervised activities for students to practice skills. Collaboration can be implemented across all instructional levels and subject areas.

Based on those definition, we can conclude that collaborative teaching is the teaching that focus on the process of collaboration in designing the material and sharing the role during the teaching collaboration.

### **1. The characteristics and the types of Collaborative Teaching.**

Kaplan, (2012) proposed the characteristics of collaborative teaching as follows;

1. Parity-In collaboration, it means each participant's contribution is equally valued and participants have equal power in decision making. The first characteristic of collaborative teaching is the role sharing between the team teachers.
2. Voluntary-Collaborative, it means the relationship between the teacher and co-partner are entered into freely and exist by choice. This characteristic can be divined that the voluntary collaboration is the relation between one teachers who want to collaborate with other teacher freely and they feel positive towards another teacher.
3. Mutual Goals-Collaboration, it means the collaboration should occurs in response to a goal, problem, or need that is jointly shared by the participants. These goals must be agreed upon by all participants. It means, that collaboration between two teachers must be has the same teaching goal.
4. Shared Responsibility, it means in this collaborative teaching both the teacher and co-partner share responsibilities and in the decision making it entails. It means in the collaborative teaching, the teacher share responsibility in giving instructions during teaching process.
5. Shared Accountability, in this collaborative teaching the teacher and co-partner have equal accountability for the outcome of their endeavors. It means in the collaboration the teacher and the co-partner have the equal effort in the teaching preparation and the teaching process.
6. Shared Resources, in this collaborative teaching strategy the teacher and the co-partner also share materials and human resources to construct and discuss the lesson plan together.

Started in early 1984 several studies about collaborative teaching had been conducted and few empirical studies of the impact of collaborative teaching were

published since 2000. In Addition, Nevin, Thousand, & Villa (2009) reviewed some studies and empirical journals about collaborative teaching. As Smith and Olve in Nevin et al., (2009) categorized five types of collaborative teaching in term of teachers role distribution as follows:

- (a) *Star one*, in this type the teacher holds major responsibility for the course while the co partner takes part as guest lecturer.
- (b) *Hierarchical one*, in this type of collaboration the senior teacher responsible for most of class while junior instructors assist in discussions. It means, this type of collaboration, the co-partner only assists the teacher in the teaching activities
- (c) *Specialist collective*, in this type of collaboration they design curriculum in a team and each one taking major role according to special knowledge then all assisting in discussions.
- (d) *Generalist collective*, the team collaborate in designing of curriculum but teaching is divided by practical considerations rather than specialty.
- (e) *Interactive collective*, the team collaborate in designing of curriculum and in this type of collaboration the teaching highly flexible according to need at time of teaching rather than in advance.

Another study related with the collaborative teaching strategy between NEST and non-NEST was conducted in Taiwan proposed 3 types of collaborative teaching strategy; traditional collaboration, monitoring teacher and combination of traditional collaboration of traditional team teaching and monitoring teacher. In traditional collaboration the NEST and the classroom teacher share the role in teaching with the same portion. Meanwhile in monitoring teacher collaboration, NEST gives the instructions and the classroom teacher monitoring the students during process. In the last type, the NEST leads the teaching while the classroom teacher only assists him/her (Hyoung & Lee, 2015).

Based on the types of collaborative teaching that was categorized by Hyoung & Lee, (2015) and Nevin et al., (2009), it can be concluded that both of categorizes are based on the role sharing between the teacher and the co-partner in the teaching process.

## **2. Benefit and limitatation of Collaborative teaching**

(Keefe, Moore, & Duff, 2004) argued that collaborative teaching has some limitations either in the process of teaching or in preparation of teaching as follows:

- a. The teachers might be extremely unnerved because during collaborative teaching they have to adjust their teaching styles.
- b. The teachers will get more responsibility because they have to accommodate not only the students in the class but also the co-partner teacher in the classroom.
- c. Lack of parity felt between general education and special education themselves as the expert that can modify the curriculum and viewed the special education are not capable enough and lack of knowlagable in the curriculum. In most cases, the general educators will treat the co-partner as educational assistant rather that teacher.

Eventhought some barries are exist in collaborative teaching, but when this strategy is done cooperatively we can find more benefits from implementing this strategy such as:

- a. The curriculum and the instructions are more creative. When two educated educators work together, they can discuss and share their knowledge and experience in teaching in which can make the teaching instructions become rich (Keefe et al., 2004).
- b. Co-teaching allows more opportunities for small group and one-to-one learning. In Collaborative teaching, the teacher can share or devide the the responsibilty in handling a group of students so that the students can learn in the small group (Kaplan, 2012).
- c. **Increased understanding of students' data. The teacher and co-partner** can share the responsibilty to observe the teaching process so that they have rich data to be analyze (Davis, 2018).

In addition, to make the collaborative teaching done correctly and succesfully, the teacher must consider the factors that can determine the successful of collaborative teaching proccess. Keefe et al.,( 2016) suggested four factors that should be consided by the teacher in creating and maintaining collaborative teaching relationship. In doing collaborative teaching the teachers should know themselves, their co-partner, the students and their environment.



### 3. The challenges in collaborative teaching strategy

Collaborative teaching in which non native English-speaking teachers (NNESTs) and native English speaking teachers (NESTs) are paired to teach English in a team to students are commonly done in EFL teaching in several countries such as Japan, South Korea, and Hong Kong (David Nunan, 2003). But however Collaborative teaching between NESTs and non-NESTs has some challenges as follows:

- a. The difference in terms of the Native and non-native speaking English teachers' language proficiency and their teaching behaviour. To determine Native and Non – native teaching behaviour P. Medgyes & Arva (2000) perceived teaching behaviour differences between Native English Speaking Teacher (NESTs) and Non – native English Speaking Teacher (non -NESTs) as follows;

Native English Speaking teachers use no / less L1, they use real language and adopt more flexible approach so that the teaching are more innovative, less emphatic and more casual. In teaching process, they focus on fluency, meaning, language in use and oral skill. They teach items in context and prefer free activities in a group or pairworks. They also use variety of materials, assign less home work and supply more cultural translation.

On the contrary, Non – native English speaking teachers use more L1 in the classroom , they use „bookish“ language and they adopt a more guided approach so that their teaching become more caution, emphatic and strict. In teaching process, they focus on accuracy, form, grammar rules, and printed words. They teach items in isolation and prefer controlled activities. They also use text book, assign more homework and supply less cultural translation.

- b. NESTs and non-NESTs is imbalance power in Co - teaching between them. Furthermore, Yim & Ahn (2018) argued that NESTs' language superiority and NNESTs' familiarity with the local students and classroom culture lead to power imbalances. Therefore, to overcome the challenges The NESTs and non-NESTs need to understand their relationships as co partner and their role-sharing within the context of power inequality.

Hyoungh-sook, (2015) proposed six existing challenge in collaborative teaching such as; lack of time and communication, test based curriculum, the teacher is

unprepared well, less willingness to participate in collaboration, imbalance role sharing in teaching, the collaboration standard is not defined clearly.

All the challenges above can be categorized in four main aspect that should be realized regarding to conceptual, pragmatic, attitudinal and professional barriers.

#### **4. The solutions of the chalenges of collaborative teaching strategy**

Eventhough co teaching between NESTs and non NESTs has several chalenges but it still beneficial to do in English language teaching because there are many advantages doing co teaching in the classroom. And in the other hand we can solve all chalenges by listening and communicate each other for guidance and advice (Keefe et al., 2004).

To avoid NESTs and non-NESTs imbalance power in Co - teaching between them, it isj important to discuss the lesson plan and share the responsibilty between them in the teaching process (Laal & Ghodsi, 2012). In addition, joining training of collaborative teaching, hold regular meeting, create clear guide lines and standard of collaborative teaching can solve the challenges during collaborative teaching between NEST and non-NEST (Hyoung-sook & Lee, 2015).

Joining the training can become the solution to overcome the professional barriers in collaborative teaching. Tajino, (2000) and Hyoung & Lee, ( 2015) suggested the teacher and the co-partner to join the training about collaborative concept so that they know the concept of their collaboration and the role sharing in the teaching.

#### **5. Peace Corp Volunteer and the Counterpart teacher**

Peace Corp Volunteer is American people who are not basically come from education department but they apply to become a volunteer to teach English language at school in several countries around the world. Meanwhile, the counterpart teacher is the classroom teacher who teaches with Peace Corps volunteer in the classroom.

There are three types of volunteers based on the specific Peace Corp Project. In this case, all volunteer are assigned to fulfill the goals and the objectives that was set by Peace Corp organization during their voluntary program.

First is **Two Year Volunteers**, are the volunteer who apply for two years Volunteers and they generally make 27 months voluntary commitment that includes approximately 3 months of intensive in-country training and it followed by 2 years assignment in a community with a partner organization that supervises the Volunteer and with which the Volunteer works.

Second is **Third Year Volunteers**, in this case, when a Volunteer apply to serve for an additional year to the Peace Corps . Such a “third-year Volunteer” may continue service with his or her initial community or partner organization, continue service in the same country with a different partner organization, or apply to transfer to a Peace Corps Response position either in the same or another country.

Third year Volunteers are particularly in high demand by international non - governmental organizations, given their advanced language skills, cultural understanding, and relevant field based knowledge and experience. Third year Volunteers may work directly with their partner organizations to assist in coordinating with other organizations or to assist the partner organization with projects throughout the country, as long as the assignment supports a specific Peace Corps project plan.

The third type is **Peace Corps Response**, in this situation the Volunteers Peace Corps Response Volunteers serve in short term, high impact assignments ranging from three months to one year. Assignments for the volunteer may include enhancing existing agency programs, responding to natural disasters, initiating first-time programs in new Peace Corps countries, or serving in a country where the Peace Corps has had no presence for some time.

Peace Corps Response Volunteers bring the skills and experience gained during their previous relevant experiences to new short-term projects in places where they are needed most. Peace Corps Response Volunteers are more likely to be able to respond to assignments that require specific skills than other Volunteers. Although Peace Corps Response Volunteers differ from other Volunteers in length of service, their assignments incorporate the Peace Corps’ principles of skills and capacity

building, and community-based programming and participation (Corporation, 2012).

For educational program in Indonesia Peace Corp Volunteer is Apply for two years Volunteers program that make 27 months voluntary commitment that includes approximately 3 months of intensive in-country training, followed by two years assignment in a community with the counterpart teacher as a partner and partner organization that supervises the Volunteer.

## **6. Language Teaching**

Brown & H Douglas (2014) explained that in tradition definition teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In addition, we can define that language teaching is helping someone to learn and understand another language.

In language teaching, Nunan (2015) explains that the teacher should consider the method, technique and procedure in language teaching. Furthermore, Murcia, Brinton, & Snow (2014) the teacher should do things to make a good decision concerning the method, technique and procedure in language teaching that will be used as follows:

- a. The teacher should consider the student need and what they want to learn.
- b. The teacher should examine instructional constraints, such as: time allocation, physical factors, materials, etc.
- c. The teacher should determine the attitudes and learning styles of students.
- d. The teacher should identify the discourse genre, text type, and speech activity that the students need to learn.
- e. The teacher should specify how students' language learning will be assessed.

In the other side, Brown & H Douglas (2014) stated that there are several things which has to be considered in language teaching, they are: Learner characteristic, Linguistic factors, Learning process, age and acquisition, classroom instruction, context and purpose.

## 7. Teaching Speaking

Speaking is one English skill that has to be taught in teaching English as foreign language because it is one of important means of communication. We can define that teaching speaking is helping someone to learn how to express one's feeling in speech. Richard & Burns Anne (2012) said that speaking is a highly complex skill, involving the interaction of multiple psychological as well as physiological processes.

Nunan (2015) argued that in teaching speaking, it is useful to draw the distinction between reproductive speaking and creative speaking. In reproductive speaking, the learner reproduces language forms provided by the teacher or some other aural model but in creative speaking, the learner does not regurgitate the meaning of others but create their own meaning. A good teacher is aware of the proposition of reproductive and creative speaking work they require of their learner.

Most students often prefer reproductive speaking to creative speaking because it is safer and the risk to make mistake is minimized. But in this case, again Nunan (2015) said that good speaking teachers create a non-threatening environment and encourage learners to leave their comfort zone and enlarge in task that require creative language use.

Bailey in Nunan (2015) explained 5 principles of teaching speaking as follow:

- a. The teacher should be aware of the difference between second language and foreign language context.
- b. The teacher should give students practice with both fluency and accuracy.
- c. The teacher should provide opportunities for the students to talk by using group work, pair work, and limiting teacher talk.
- d. Plan speaking task that involve negotiation in meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.



## **8. Teaching Strategy**

Brown & H Douglas (2014) defined strategies as specific actions that we take to solve a given problem, and that vary considerably within each individual. We may also define strategies as a procedure that facilitates a learning task to reach the goal.

There are a lot of teaching strategies that can be used to develop speaking skill. In the communicative model of language teaching, the teachers help their students to develop the body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students to develop their ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using correct pronunciation.

There are various number of speaking teaching strategies that used in the classrooms for many circumstances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling (Agung Ginanjar Anjaniputra, 2013).

## **RESEARCH METHODS**

### **Research Design**

The methods are needed to give the guideline in the research activity. The researcher also needed to applied the research method to investigate the phenomenon. In addition, this study used descriptive qualitative method as the research design.

### **Location and subject of the Research**

The research was conducted in SMK Muhammadiyah 6 Banyuwangi. The determination of research location is very important to account for the data obtained. Accordingly, the location of the research needs to be determined. SMK Muhammadiyah 6 Banyuwangi was chosen as the object of the study because this school had Peace Corps volunteer who teach with the counterpart teacher in the classroom.

This section discussed about the research subject applied in this study. According to McMillan (2001) a subject is an individual who participates in a research study or is someone from whom data are collected. Subject is also identified

as individuals whose behavior, past or present was used as data, without their involvement in some types of treatment or intervention.

In this study, the researcher selected one peace Corps teacher. She is Victoria Anne Blanchard. She comes from Oklahoma America and she had been teaching at SMK Muhammadiyah 6 Banyuwangi Since May 2017. And the researcher also chose mrs. Liliy Hilmiyani as the counterpart teacher. The researcher chose her because she is well-experienced in teaching English. She had been teaching English for senior high school students for more than 10 years.

### **Research Instruments**

To get the data , the researcher used human instrument and the researcher used observation and interview as a techniques of collecting data.

### **Classroom Observation**

Classroom Observation was employed in order to know how the volunteer collaborated her teaching strategy with the Counterpart teacher in the classroom. John W. Creswell (2012) defined observation as the process of gathering open-ended, firsthand information by observing people and places at a research site. According to Ary, et al (2010), observation is qualitative research strategy to observe people and place for gathering the data and observation is also the most basic method for obtaining data in qualitative research. This is because of observation has some advantages in obtaining data for qualitative research. One of them include the opportunity to record information as it occurs in a setting. According to Ary (2010), observation is divided into two: they are participant observation and non-participant observation. In participant observation, the observer participates and becomes an insider in the event being observed. But in nonparticipant observation, the observer observes without participating in the situation. In this research, the observer used non-participnat observation.

To gain the information and the data needed, the observer stayed in the back row of the class to watch and record how the teacher and the volunteer teach in the classroom. There were some aspects that the researcher focused on in observation. They were the type of collaborative teaching applied of counterpart teacher and the volunteer, the challenges that they found during teaching process and the way they

solved the problems. The researcher observed the class in the same grade 3 times based on the teachers schedule. The first observation was conducted on April, 22<sup>nd</sup> 2019, the second observation was conducted on April, 24<sup>th</sup> 2019 and the last observation was conducted on April, 29<sup>th</sup> 2019. All the observations were conducted in the eleventh-grade class.

### **Interview**

Interview is basically conducted as conversation in order to get data in qualitative research. As stated by Ary, et al., (2010), interviews are used to gather data on subjects, opinions, beliefs, and feeling about the situation in their own words. In this situation, interviews would support to provide a number of information which are not got through observation, or it may verify the observation results. For this case, the researcher interviewed the teachers and the counterpart after doing the observation and used an interview guide to get data that might not be gained from the observation or confirmed unclear information that was found during the observation. Thus, the researcher here used *semi-structure interview* in which the researcher used some selected questions and the researcher improved it based on the situation. Furthermore, the researcher recorded all the activities during interview.

### **Procedure of Collecting Data**

In collecting data, there were steps to do. The data are collected with the following steps:

### **Observation**

These were the steps to observe teacher's teaching strategy in the classroom:

1. Preparing camera and other tools to record all the activities during the observation.
2. Joining the classroom to take the data needed and Observing the teaching learning process in the classroom.
3. Taking note all activities related to the statements of research problem.

## **Interview**

These were the steps to do the interview to both native and non-native teachers:

1. Setting up the list of interview for Peace Corps Volunteer and the counterpart teacher by arranging the questions related to teaching strategies, the way the teachers implement the teaching strategies, the challenges faced by the teachers and the solutions done by the teacher for the difficulties faced in implementing the teaching speaking strategies.
2. Conducting the interview to both Peace Corps Volunteer and the counterpart teacher to know their teaching strategies, the way the teachers implement the teaching strategies, the challenges faced by the teachers and the solutions done by the teacher for the difficulties faced in implementing the teaching writing strategies.
3. Recording the interview with the teacher and the volunteer.
4. Transcribing the result of the interview with the teacher.

## **Data Analysis**

In this research, the researcher analyzed the data which were obtained from the observation and interview through the following steps:

### **Observation**

1. Data reduction. In this phase, the researcher reviewed and transcribed the video recording into a text form the first time doing observation until the end of the observation.
2. Exploring and coding the data in the statements of observation report that has a meaning or value. In this steps, the researcher classified the collaborative teaching strategies used by the teacher, the implementation, the challenges faced and the solutions done by the teacher which were obtained from the observation video and field note .
3. Data interpretation, the researcher Analyzed and desribed the result of observations about the events in the classroom by interpreting the facts in the field based on the teaching strategies used by the teacher, the implementation, the

challenges faced and the solutions done by the teacher.

4. Drawing the conclusion of data analysis. In this last part, the researcher made a conclusion based on the result of data analysis.

### **Interview**

1. Data reduction. In this phase, the researcher reviewed and transcribed the audio recording into a text form the interview of the counterpart teacher and the volunteer.
2. Exploring and coding the data in the statements of interview transcription that has a meaning or value. In this steps, the researcher classified the collaborative teaching strategies used by the teacher, the implementation, the challenges faced and the solutions done by the teacher which are obtained from the interview transcription .
3. Data interpretation, the researcher Analyzed and desribed the result of interview about the events in the classroom by interpreting the facts in the field based on the type of teaching strategies used by the teacher, the implementation, the challenges faced and the solutions done by the teacher.
4. Drawing the conclusion of data analysis. In this last part, the researcher made a conclusion based on the result of data analysis.

### **Trustworthiness**

Trustworthiness is made up of four criteria, each of which has an equivalent criterion in quantitative research (Bryman, 2012). In this study, the use of trustworthiness is scoped into two kinds. They are credibility and conformability.

#### **a. Credibility**

To see the credibility, it can be done through two or more tools of data collections as the character of it. A combination of data sources, such as interviews and observations (Ary, Jacobs, Sorensen, & Walker, 2010). In this study, the researcher used observation and interview as the tools of data collection as the credibility of this study.



## **b. Conformability**

Conformability one of the tools to show the neutrality degree related to the finding of the study. On the other words, it can be displayed as a strategy used to avoid the subjectivity, bias or personal input of the researcher in the process of data collection. Yet, it is based on the subjects' responses. In this study, The reasercher used *audit trail* such as video record and voice record to display, clarify the data neutrality gained from the subjects (Ary et al., 2010).

## **RESEARCH FINDING AND DISCUSSION**

### **RESEARCH FINDING**

Based on data gained from the observations and the interviews, it was revealed the findings of research as bellow:

#### **The finding of the kind of collaborative teaching strategy used by Peace Corp Volunteer and the counterpart teacher in teaching speaking.**

Based on the Analysis result from classroom observation and interview, it was found that Peace Corp volunteer and Counterpart teacher applied several types of collaborative teaching strategies based on the teacher's role distribution; interactive collective and traditional team-teaching teacher based on the characteristic of collaborative team teaching itself. The detail findings are presented in the following sections.

*Interactive collective*, the team collaborate in designing of curriculum and in this type of collaboration the teaching highly flexible according to need at time of teaching rather than in advance. Based on the observation and interview data, the volunteer and the Counterpart teacher Designed the lesson plan every Friday and it was clarified that teaching collaboration between counterpart teacher and the volunteer, they could flexibly change their role based on the class situation needed at that time. Sometime the volunteer handled almost the same role with the teacher in teaching speaking due to the situation needed. The data were taken from the observation and interview. In detail, the evidence could be seen in Appendix I and II and III the data are presented bellow:

Table 1  
**The data gained from the observation about the type of collaboration strategy between volunteer and the counterpart teacher.**

Line	Observation	Utterance
40	1 <sup>st</sup> observation	Setelah ini kalian akan play game tentang arah. Dan miss Tori akan menjelaskan bagaimana caranya.
59	2 <sup>nd</sup> observation	Nah sekarang waktunya main game. Miss Torry can you explain it?

Based on the first and the second observation, the counterpart teacher and the volunteer divided the teaching role based on their specialty. The teacher explained the material at the beginning of the lesson and explained about the volunteer role in leading the game. The teacher and the volunteer shared their responsibility in teaching speaking in the classroom. As native speaker, the volunteer took a part as the role model in pronunciation practice and delivering game. Based on the first observation that was conducted on Monday, <sup>22<sup>nd</sup></sup> of April 2019 the volunteer took a role in leading game in the topic asking and giving for direction. while the teacher herself took a part as the theoretical explainer due to her majority in comprehending the syllabus and the first language. The same data gained in the second observation that was held on Wednesday, 24<sup>th</sup> of May 2019, the volunteer and the counterpart teacher took the same role with the first observation. But in the third observation, that was taken in April, <sup>24<sup>th</sup></sup> 2019. the researcher found that the volunteer and the counterpart teacher shared the same role in teaching. Both of them took the role in assessing speaking practice and the volunteer also helped the counterpart teacher with the presentation or explanation. The result was proved by the data from the third observation bellow.

**Table 2 The data gained from the third observation**

Line	Subject	Utterance
28	Counterpart Teacher	I'm going to divide this class into two groups. For the pair in my left side you can practice with miss. Tori and my right side with me

Based on research finding in the third observation, it was found that volunteer and the teacher change the share of responsibility in the teaching, due to limitation of the time and the large number of students, the teacher and the volunteer shared and

devide the the responsibilty in handling and assessing students in practicing speaking. The result of the observation was strengthened by interview result with the counterpart teacher as bellow

I usually deliver pre teaching activity to discuss about topic and the goal. Then I will cooperate with the volunteer in main activities and lead post activities.

Yeah. Most of pre activities and post- activities are led by me. And my co-partner helps me in the main activities or during the game. But sometimes she also adds explanation whenever it is needed.

Yes, sometimes if we have to assess the students in performing or practicing the dialogue. We share the responsibilities in assessing students using the scoring rubrics that we already made in our lesson plan (*Appendix 2, Line 5, 11 and 17/ Monday, 22/04/2019*)

Based on the data gained, the counterpart teacher said that she shared the role with the volunteer based on their specialty (*line 11 and 17*). But sometime, the volunteer also changed the role such as assisting in the presentation when it is needed (*line 11,17*). The data gained from the interview with the volunteer also supported the data gained from the previous interview as bellow.

Mmmm I think just like giving direction for a game and maybe helping with the presentation so they can hear somebody that native speaker speaking.

Yeah, I sometimes help the teacher with the presentation and help her in assessing students when speaking practice (*Appendix 3, Line 7 and 20/ Monday, 22/04/2019*)

Based on the data above, it can be inferred that the volunteer not only took the role in leading game in the whilst teaching but sometimes also took the role in assessing the students in the speaking practice. She also helped the teacher with the presentation in the pre teaching whenever it was needed.

*Traditional team-teaching*, based on the previous study, this type of collaborative teaching was uncommonly seen and could be found in collaborative teaching between NEST and Non- NEST. In this type of collaboration, both the NEST and Non-NEST were jointly responsible for the instruction of the students. In line with the previous study, the data gained from the first, second and third observation showed that the volunteer and the counterpart teacher were jointly taking

responsible in giving instruction. They collaborated in giving instruction and maintained the teaching process in the classroom. All the data of observations and interviews bellow will clarify the finding.

**Table 3**  
**The list of traditional collaboration in the first observation**

Line	Subject	The scripts
41	CP	I'm gonna explain how to this game. Ok please you two students come forwards
38	T	Ayo 2 siswa itu maju ke depan. Ayo maju siswa no 35 an
42	CP	Stand with your friend back together
43	T	<i>(The teacher showed to the students how to do).</i> Ayo kamu berdiri saling membelakangi
44	CP	<i>(Miss Tory Gave a piece of paper to the two students).</i> Take this paper and turn black please
45	S	Yes miss, yes.
46	CP	Ok then you. This is students A <i>(the volunteer pointed at one student to be student A)</i>
47	T	Nah ini adalah student A. <i>(The teacher repeated the volunteer explanation in bahasa ).</i>
48	CP	And he is student B
49	T	Ya dan kamu jadi student B
50	CP	Student A will start
51	T	Yang A itu akan memulai
50	CP	Student A will ask how to get to these places
52	T	Yang A itu akan bertanya tentang tempat – tempat ini. Itu kan nanti di sini ada nama tempat – tempatnya.
53	CP	You will ask him how do I get to the simming pool
54	T	Kan nanti di sini ada tulisannya kan. Nanti itu dia akan bertanya dimana swimming pool. Cara bertanya ya pake yang tadi itu seperti contoh.
55	CP	And when B tells you here the swimming pull is then you write
56	T	Nah setelah dia menjawab kamu tulis dimana kolam renang itu.
57	CP	After student A finished to ask him then student B will ask
58	T	Setelah yang A setelah menulis tadi terus gentian yang B yang tanya. Kalian jangan santai – santai semuanya nanti <i>(The teacher warned other students to pay attention to their friend who practiced in front of them. Both the volunteer and the counterpart teacher assisted the student A and B in playing game).</i>
59	CP	You can start to practice
60	T	Ayo silahkan dimulai

During the first observation that was conducted on Monday, 22/4/2019, the volunteer and the counterpart teacher collaborated in giving instructions in playing game in the classroom. The volunteer gave the instructions to play game while the counterpart teacher rephrased it or translated it into Bahasa to make sure the students understood the instructions and knew what to do in the activities. The teacher also collaborated in giving example of the way to play game to the students. The similar collaboration type also found in the second observation. Both the volunteer and the counterpart teacher used the same way to give the instructions to the students.

Table 4  
**The list of traditional collaboration in second observation.**

Line	Subject	The script
64	CP	Can you tell me how to get to the market from here
67	T	Nah itu paham. Tadi Miss Tori meminta kalian menjelaskan dimana letak pasar dari sekolah ini. Ada yang bisa menjawab?
79	CP	There you go. Ok then others just try to give direction
80	T	Ayo.. siapa lagi yang bisa
94	T	Jadi miss Tori dan bu Lili akan ngasih contoh cara bermainnya ini.
95	T	Miss Tori jadi student A dan miss lili jadi student B.
96	CP	Ok I will ask her how to get somewhere and she will give me direction how to get there and I will write.
97	T	Pay attention to us, class.
98	CP	How can I get to the Hospital?
99	T	Go straight on Sutomo street until you find junction then turn left it's on the left side.
100	CP	Before sub road?
101	T	Before Park street
102	CP	Okey. It's here. So, after listening the direction I wrote hospital here.
103	S	Bingung buk ngomong apa miss Tori. Samean jelasin maksdnya buk
104	T	Nah jadi tadi setelah Bu lili ngasih petunjuk . Miss Tori menuliskan hospital di kertas ni. Kalian lihat d kertas Miss Tori tidak ada tulisannya. Dan di kertas Bu lili ada jadi tinggal mencocokkan nanti. Kalian Paham? Da pertanyaan sebelum dilanjutkan?

During the second observation, the volunteer and the counterpart teacher collaborated in giving instruction of playing game by the topic asking and giving for direction. They also collaborate to give the example of the way to play it before the students started to pay the game. Yet, in the third observation the volunteer and the

counterpart teacher collaborated in assisting the students to play a game which was similar with the first and the second observation result.

Table 5  
**The list of traditional collaboration in third observation**

Line	Subject	The script
8	T	G usah, yang belum aja. Saya panggil sesuai sesuai pasangan kalian kemarin ya. Bagi yang sudah practice game kemarin, kalian selesaikan task yang dibagikan miss. Tori. <i>(The teacher called two students to practice the game while the volunteer distributing the work sheets to other students).</i>
27	T	Saya bagi ya kelas ini... yang duduk sebelah kiri sama miss tori yag barisan kanan sama saya.

In the third observation, the students continued their previous task in the previous meeting where they have to play a game about asking and giving for direction. The teacher gave the instructions to practice the game, while the volunteer helped her to distributed other task to the students who already done the game (*line 8*). In addition, both volunteer and the counterpart teacher got almost the same part in role sharing in the collaborative teaching. They divided the students into two groups than ask them to practice the game in pair. The volunteer and the counterpart teacher handled each group and assisted them in playing game (*line 27*). The third observation was conducted on Monday, 29/4/2019 in the same class with the fist observation.

#### **The finding of the challenges faced by Peace CorpVolunteer and the Counterpart teacher in colaborative teaching in teaching speaking.**

In teaching speaking both volunteer and the counterpart teacher found several challenges during their collaboration. The observation and the interview results revealed several challenges concerning collaborative teaching between volunteer and the counterpart teacher such as; the difference in terms of Peace Corp volunteer and the counterpart teachers' language proficiency and first language superiority and teachers' familiarity with the local students and classroom culture lead to power imbalances in sharing role in co-teaching between them. Lack of time to prepare collaboration and limited comprehension of the volunteer about teaching

methodology and the curriculum also became another challenges in collaborative teaching between them.

The first challenges that faced by the volunteer and the counterpart teacher was in power imbalance issues between counterpart teacher and the volunteer. Based on the research finding in the observation. There was a gap between students and the volunteer (co- teacher). Most of students did not understand what the volunteer said. And they need the translation from their English teacher most of the time during the class. This factor also made students feel shy and anxious to ask to the volunteer. They would rather ask to the teacher than the volunteer whenever they found difficulties in the learning during the class. These factors made a gap and power imbalance in co- teaching between volunteer and the counterpart teacher in classroom. This challenge was found in the data gained in the first, second and third observation. During the observation, the revealed that only few students who was brave enough to ask to the volunteer while other students would rather ask to the counterpart teacher. And the volunteer only has a chance in leading game in the whilst teaching meanwhile the teacher handled almost the teaching process in teaching speaking. This challenge was clarified in the observation and interview data bellow:

Table 6  
**The data of imbalance power in the teaching role from the observation data**

line	observation	subject	The script
40	1 <sup>st</sup> observation	T	Setelah ini kalian akan play game tentang arah. Dan miss Tori akan menjelaskan bagaimana caranya.
59	2 <sup>nd</sup> observation	T	Nah sekarang waktunya main game. Miss Tori can you explain?

Based on the data, it can be inferred that the volunteer only had the role in giving instruction in playing game, meanwhile the counterpart teacher gave the instruction almost in whole teaching process. So that, during the collaborative teaching in the classroom, the volunteer only assisted the teacher in main activities. The data finding was supported by the data that was gained from the interview as bellow.



I usually deliver pre teaching activity to discuss about topic and the goal. Then I will cooperate with the volunteer in main activities and lead post activities. (Appendix 3, line 7, 24/4/2019)

Based on the data above, the teacher was supported the research finding from the observation that most the role was handled by the counterpart teacher while the volunteer only assisted in game instruction during collaborative process. In addition, other challenges in collaborative teaching between volunteer and the counterpart teacher is lack of time to prepare the lesson plan due to the volunteer activities in Peace Corp or school meeting that was held on Friday so they couldn't meet and gathered every week on Friday to make lesson plan and to discuss the obstacles of their collaboration in the previous teaching. The interview data bellow supported the finding of the second challenge.

X : What is another challenges faced in collaborative teaching?

V : Tight schedule, sometimes we don't have enough time to lesson plan together. (Appendix 2, line 21-22, 24/4/2019)

Based on the interview data, it was revealed that the volunteer sometimes had lack of time to communicate and discuss the lesson plan every week because of tight schedule of both of them.

The last challenges faced in collaborative teaching was the volunteer's lack of understanding about teaching methodology and the curriculum. As clarified before that Peace volunteer was not professional teacher, so that they get less understanding and information about teaching methodology and the curriculum used at school. The interview data bellow would support the finding.

X: Did you graduate from teacher education?

V: No, I graduated from computer faculty in Oklahoma University?

X: Do you find any difficulties regarding with your education background in teaching the students?

V: Yeah. I don't really understand the all the English curriculum at school. (Appendix 3, line 7-10, 24/4/2019)

Due to the interview data, and preliminary observation it revealed that most of the Peace Corp volunteer were not come from education field. They were not professional teacher. Based on that condition the volunteer sometimes faces obstacle in applying teaching technique or teaching methodology and the also didn't really

understand about the curriculum used at school. The best strategy that she knew to teaching speaking was practice. The data can be seen as bellow:

I think that's important for them to listen more than one time and just the more you speak in English and the more you can listen that's the best you can teach them. (Appendix 3, line 14, 24/4/2019)

Based on the interview data. It can be inferred that the volunteer just purposed to give as much as possible English exposure in the classroom and encourage the students to practice and speak a lot in English.

### **The finding of the solutions done by Peace Corp Volunteer and the Counterpart teacher in collaborative teaching in teaching speaking.**

The research found that the volunteer and the counterpart teacher had some ways to solve the problem faced in their collaborative teaching by designing lesson plan together every week, dividing the class into two groups, discussing the problems via WhatsApp group and joining Peace Corp training and MGMP meeting.

To solve the first challenge dealing with imbalance power in role sharing in collaborative teaching, The Volunteer and the Counterpart teacher discussed the lesson plan together every week to divide teaching role clearly and properly to avoid domination classroom management or power imbalance issues between teacher. The finding was clarified in the data gained from the interview. Based on the data, it found that the teacher and the volunteer discussed the lesson plan and all challenges or problems of previous teaching every Friday to solve all challenges and to discuss all materials during a week, to construct good work sheet and also discuss about the game that will be used in the teaching. In discussing lesson plan the teacher and the volunteer also divided the role sharing in collaborative teaching to avoid impower balance in collaborative teaching between volunteer and the counterpart teacher. This finding was supported by the interview result bellow:

Usually we discuss all the strategy in the lesson plan. We usually prepare the work sheet and the lesson plan together every week. (Appendix 2, line 9, 22/4/2019)

The data gained from the interview that was conducted on Monday, 22/4/2019 with the volunteer also strengthened the previous data about scheduling to discuss lesson plan together every Friday.

I think my counterpart also think the same way and we always discuss it before teaching. We discuss it after class or when we lesson plan on Friday. (*Appendix 3, line 11 and 15*)

All the interview data above revealed the finding about the solution to avoid the impower balance in sharing role in collaborative teaching was by discussing lesson plan every week.

Yet, to solve the second challenge dealing with the limitation of time to prepare the lesson plan together due to the tight schedule of volunteer and the counterpart teacher. They discussed the topic via WhatsApp group or discussing more than one lesson plans in one meeting. The data was displayed as bellow

If we can't meet to lesson plan, usually we discuss the topic and the tole in teaching via WhatsApp or discuss the lesson plan more than one meeting. (*Appendix 3, line 30, 24/4/2019*)

In addition, to solve the last challenge about the lack of comprehending the school curriculum for the Peace Corp volunteer, The teacher invited the volunteer to join the MGMP meeting for English teacher and the volunteer also joined the training that was held by Peace Corp Organization every semester. The data can be found in the interview result as bellow

She doesn't join as MGMP member group but she joined the MGMP meeting. So that she can also get a lot of experience and discuss with other English teacher from other school. (*Appendix 2, line 23, 24/9/2019*)

The volunteer joined MGMP meeting for English teacher to get more information about the curriculum and the teaching technique from other teacher. In the other hand, Peace Corp organization also trained the volunteer continually to give the volunteer boarder information and knowledge about teaching methodology and the curriculum at school. The following data would support the finding.

Peace Corp trained us about English curriculum at school in six months before we come to school and gave some education technique trainings every one semester. (*Appendix 3, line 10, 24/4/2019*)

Based on the data gained, it can be inferred that joining some teaching training and joining MGMP meeting can be solution to give the volunteer boarder information about teaching methodology and the English curriculum at school.

## DISCUSSION

In this section, the researcher presents the discussion of the research findings. The research findings revealed kind of collaborative teaching strategy between counterpart teacher and the volunteer in teaching speaking, the challenges faced and the solution that was done to overcome the problems or challenges. The research findings were analysed through established theories and compared with the previously research findings.

Dealing with the first research question, the present study presents that the counterpart teacher and Peace Corp volunteer collaborated in designing lesson plan and they could flexibly change the role in the teaching process. Based on these findings, this study presents that the volunteer and the counterpart teacher applied interactive collective strategy as type of collaborative teaching based on the categories of collaborative teaching strategy that was proposed by (Nevin et al., 2009). In addition, they also applied traditional team teaching as the fact that they both were jointly responsible in giving instructions. The Volunteer gave the instruction, while the counterpart teacher rephrased it into simple English or translated it into Bahasa. Based on Hsing lu, (2014), this type of collaborative teaching was uncommonly used in Taiwan. Most of the collaborative type that was applied by NEST and non-NEST in collaborative teaching in teaching speaking was combination of traditional team teaching and monitoring teacher where the NEST leded the instruction and the local teacher or non- NEST assisted her/him.

Based on the research finding, the main challenge in collaborative teaching between counterpart teacher and the volunteer is power imbalances in co-teaching between them. In this study the researcher found that the teacher handled most of the teaching process while the volunteer only assisted in game session almost in every meeting. This is in line with the previous study that was conducted by Hsing lu, (2014), Hyoung, (2015), Khabiri & Marashi, (2016), & Yim & Ahn (2018) that stated the same challenge in collaborative teaching between NEST and non-NEST was the imbalance of role sharing in the teaching process. The second challenge that was found in this study was lack of time and communication. The volunteer and the teacher could not meet to discuss and designed the lesson plan every week due the tight schedules of them. This challenge in line in the previous studies that was conducted by Hyoung, (2015) and (Kh, 2016) proposed lack of preparation time also become a challenge in collaborative teaching between NEST and non-NEST. The last challenge is the lack of pedagogical competence of the volunteer since she was not a professional competence and she did not graduate from educational program. This challenge become one the factors of the imbalance power in sharing role in the teaching process. The previous study stated that the difference of language proficiency and teaching behaviour between NEST and non-NEST had become the factor of power issues in collaborative teaching (Medgyes & Arva, ( 2000). Meanwhile this study found that the educational background of the volunteer also become the challenge and the factor of power issues in collaborative teaching.

The last research question that is discuss about the solution that is done to overcome the challenges can be found in research finding. Based on the observation and the interview results revealed that the volunteer and the counterpart teacher took some ways to solve the challenge by creating the guidelines for collaborative teaching, discussing the lesson plan via offline and online and developing the teacher's pedagogic competence by

joining the training course. The first solution of result was in line with the previous study in Carless & Walker, (2006) and Ng, (2015) about the key feature in collaborative teaching is lesson planning. Based on the interview result both of Peace Corp Volunteer and the Counterpart teacher believe that planning classes together will reduce the power imbalance in teaching role. In addition, the lesson plan also become the guide line for the volunteer and the counterpart teacher in distributing the role clearly and properly (Hyoung, 2015). The second solution to overcome lack of time of preparing the lesson time, the volunteer and the counterpart teacher discussed the lesson plan via WhatsApp. The media is different from the previous study that was conducted in japan by Carless & Walker, (2006), the NEST and non-NEST used email as media whenever they can meet to discuss the lesson plan before class. The last solution to overcome the volunteer problem in pedagogic competence was developing her pedagogical competence by joining the training that was held by Peace Corp organisation or MGMP. Yet, joining the training about collaborative teaching is crucial not only for the volunteer but also the counterpart teacher to develop their comprehending in collaborative teaching concept so that they can work effectively together (Hyoung & Lee, 2015).

The findings of the present research distinguish from previous studies such revealed that most of Native English Speaking Teacher (NEST) rarely join the lesson planning due to lack of willingness in collaborative teaching (Hyoung & Lee, 2015). This study found that the tight schedule of volunteer and the counterpart teacher become the factor of lack of time in preparing of lesson plan. Both volunteer and the counterpart teacher were had same opinion about the importance of designing lesson plan as one of the keys to make the collaborative teaching successful.

## CONCLUSION AND SUGGESTION

### Conclusion

Regarding with the research findings, the conclusion draws the teacher's and the Peace Corp volunteer strategies in teaching speaking as collaborative team. Yet, the present research investigated kind of the teacher and the volunteer collaborative teaching strategies in teaching speaking in Muhammadiyah 6 vocational high school (SMK Muhammadiyah 6 Rogojampi). The findings informed teacher's and the volunteer used traditional collaborative teaching strategy and interactive collective strategy in teaching speaking. Those strategies were utilized to build good cooperative teaching between the counterpart teacher and the volunteer in teaching speaking. The strategies cover the distribution role in teaching speaking between volunteer and the counterpart teacher in the classroom.

Additionally, the teacher and the volunteer face some challenges during collaborative teaching such as the difference in terms of Peace Corp volunteer and the counterpart teachers' language proficiency and first language superiority and teachers' familiarity with the local students and classroom culture in which lead to power imbalances in co-teaching between them, the lack of time in preparing and discussing lesson plan and lack of comprehending volunteer in teaching methodology and the curriculum.

At the end to overcome the challenges, the Counterpart teacher and the volunteer take some ways to eliminate and solve the challenges such as; understanding their relationships as co partner and their role-sharing within the context of power inequality by discussing the lesson plan together every week to build good communication and cooperation between counterpart teacher and the volunteer and to avoid the gap and imbalance of share responsibility in teaching speaking in the classroom between the counterpart teacher and the volunteer. Another way to avoid the lack of time to prepare the lesson plan the teacher and the volunteer discussed several lesson plans in one meeting or discussed it via WhatsApp to divide the role clearly and



properly. In addition, to give boarder information to the volunteer about teaching methodology and the curriculum, the volunteer joined several trainings that were held by MGMP of English teacher or Peace Corp organisation.

### **Suggestions**

Dealing with the findings of the present study, a number of suggestions are given by the researcher. Firstly, it is suggested that the teacher and the volunteer discuss the material and lesson plan more often and shared the same responsibility in the classroom to avoid a gap between teacher and the volunteer.

Secondly, the teacher should promote the students desire to ask to the volunteer by asking the students to guess what the volunteer means. In this case, the teacher should not directly translate all that the volunteer said in Bahasa to the students. But ask them to guess what the volunteer mean by giving them some clues to guess it.

Thirdly, it is suggested to the volunteer to learn the first language of the students to attract students attention and shows them that language can be mastered by a lot of practice and by giving them a real proof that foreigner can learn their language by practice so that they can be more confident to learn and practice foreign language. Additionally, the volunteer should join more trainings about the teaching methodology especially for collaborative teaching. For the last suggestion, it is given to the further researchers in which they may conduct broader scope in order to get and provide more information and findings related to the present study. The present study only involves one teacher and one volunteer at one school so that the finding would be different if the research is conducted in more than one school with different language education level and background of teacher, volunteer and students. In the case, the result of the present study could be also applied and utilized to develop the further research.

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